**DUE APRIL 20TH: ONLINE ASSIGNMENTS**

**Here is the link to the videos on TED talks** [**http://www.ted.com/playlists/64/might\_you\_live\_a\_great\_deal\_lo.html**](http://www.ted.com/playlists/64/might_you_live_a_great_deal_lo.html)

**Written Assignments CHOOSE 3 TO COMPLETE!**

**(each assignment - minimum one page in length)**

1. **Related to Dan Buettner: “How to live to be 100+ “ video we viewed in class. Go to the following links and read :**

**9 secrets from the world’s longest living people**

[**http://www.bluezones.com/live-longer/power-9/**](http://www.bluezones.com/live-longer/power-9/)

**The Six Thrive Centers show you how to be happy.**

[**http://www.bluezones.com/live-happier/thrive-centers/**](http://www.bluezones.com/live-happier/thrive-centers/)

**Write reaction to what you learned from the Blue Zone research, focusing on how you might apply the findings to your own life.**

1. **View the video by** [**Cynthia Kenyon**](http://www.ted.com/speakers/cynthia_kenyon) [**Experiments that hint of longer lives**](http://www.ted.com/talks/cynthia_kenyon_experiments_that_hint_of_longer_lives) **on the TED talks page. What controls aging? Biochemist Cynthia Kenyon has found a simple genetic mutation that can double the lifespan of a simple worm, C. elegans. The lessons from that discovery, and others, are pointing to how we might one day significantly extend youthful human life.**

**or**

**View the video by Ellen Hughes, MD, PhD, Professor of Medicine; Former Director of Education, Osher Center for Integrative Medicine discusses healthy living and aging.**

[**http://www.youtube.com/watch?v=jQrkioHOJLs**](http://www.youtube.com/watch?v=jQrkioHOJLs)

**21 minutes: Discusses Theories of Aging ( Oxidative Stress (Calorie consumption, insulin, proteins, genes), cellular level (Hayflick limit), telomeres)What can you do to “reverse” aging? Talks about the anti-aging industry, hormone replacement supplements (data? dangers?), 27:37 10 Recommendations**

**After viewing ONE of the videos, write a brief summary and reaction to what you learned that focuses on how the research relates to the theories discussed in your textbook. Did you learn anything new? Did you find any contradictory info/conclusions?**

1. **Why Study Centenarians? An Overview**

**THE NEW ENGLAND CENTENARIAN STUDY**

[**http://www.bumc.bu.edu/centenarian/overview/**](http://www.bumc.bu.edu/centenarian/overview/)

[**http://www.bumc.bu.edu/centenarian/studies/**](http://www.bumc.bu.edu/centenarian/studies/)

**Go to the links above – read and write a summary that explains the research design used and what you believe to be the most significant results of the study.**

1. **Go to the link for the Life Expectancy Calculator**

[**https://www.livingto100.com/calculator**](https://www.livingto100.com/calculator)

**Main website:** [**https://www.livingto100.com/**](https://www.livingto100.com/)

**Complete, print your results and write a summary/reaction to what you learned about your own habits, health and longevity. Were you surprised by the results? Comment on the design of the questionnaire provide + and – comments with reasoning on reliability/validity of the results.**

**\*\*Drop box by *APRIL 20* (BEFORE CLASS) !**

**\*\*\*Be prepared to share your reactions to what you learned as well as any questions you may have.**